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ABSTRACT

This volume presents a summary of the responses of 62 first-year teachers to a seven-page instrument entitled, "An Appraisal of My Preparation as a Teacher at Bowling Green State University." A copy of the instrument is presented. Selected narrative summary comments are made, and following these comments are summary tabular data related to each question or item on the instrument. The questionnaire sought opinions on: (1) placement, experience, and intentions for further academic study; (2) perceived need for and proficiency in selected competencies; (3) where were the competencies developed; (4) miscellaneous items dealing with majors, group, and professional requirements; (5) off campus field experiences; (6) academic and career advising; (7) availability and use of instructional materials; and (8) general reactions and attitudes toward teaching and training received at Bowling Green State University. (JD)

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An Analysis of the Responses of the 62 First Year Teachers Who Were Interviewed/Observed During Spring Quarter, 1981

VOLUME 2

SP 026 388

An Analysis of the Responses of the 62 First Year Teachers Who Were Interviewed/Observed During Spring Quarter, 1981

via:

An Appraisal of My Preparation As a Teacher At Bowling Green State University

Instrument Prepared
and
Study Directed
by
Office of Educational Research and Services

Fred L. Pigge, Director
1980-81
1981-82

Preface

This volume presents a summary of the 62 first-year teachers' responses to a seven-page instrument entitled, "An Appraisal of My Preparation As a Teacher At Bowling Green State University." A copy of the instrument is presented following this preface.

The Bowling Green State University Faculty members who were assigned to observe and interview the first-year teachers presented a copy of the instrument to each teacher and asked that she/he return the completed copy to Bowling Green State University. It should be noted that during the 1981 spring quarter, the concerned instrument was also sent to several hundred other teachers who were prepared at Bowling Green State University. These included: other first-year teachers who were not interviewed/observed, second-year teachers, third-year teachers, and fourth-year teachers. A summary of these teachers' responses will be presented to the BGSU faculty during the 1981-82 academic year.

As mentioned previously, a copy of the concerned instrument follows. Immediately after the instrument, selected narrative summary comments are made. Following these comments are summary tabular data related to each question or item on the instrument.

Bowling Green State University

College of Education
Office of Research and Services
Suite 330 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext 274

Winter, 1981

TO: Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

We in the College of Education are many times asking ourselves, "Just how well have we prepared our graduates for teaching?" "How valuable are some of the required courses?" "Are we emphasizing needed competencies?" Etc. The purpose of this correspondence is respectfully to ask that you help us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying questionnaire. This questionnaire is being sent to recent BGSU graduates (1976-1980) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

In more detail, there are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every third year:

1. We desire to know what graduates think of the courses, projects and experiences in which we more or less forced them to enroll.
2. The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums.
3. The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and the results utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer cards, this questionnaire will be destroyed. Under no circumstances will your responses be known to any of our faculty or used to your betterment or detriment.

We are very appreciative of your cooperation in completing this form.

Please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 days to two weeks of its receipt.
Thank You.

Sincerely yours,

Fred L. Pigge

Fred L. Pigge, Director
Educational Research & Services

___ ___ ___ ___ ___
(1) (2) (3) (4) (5)

AN APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

There are several sections to this questionnaire. Section A asks for personal data, such as name, major, where you are teaching, etc. The other sections consist of questions which permit you to "evaluate" your experiences at BGSU.

SECTION A: Placement and Experience Data

1. Name _____ Social Security Number _____ (6-14)

2. Undergraduate Major(s) _____ (15-17) Minor(s) _____ (18-20)

3. Grades or Subjects Taught During Student Teaching _____ (21-23)

4. Grades or Subjects Taught This Year _____ (24-26)

5. Employing School District _____
name
_____
address
_____

6. In your opinion, how would your school building be classified?

_____ (1) Urban _____ (2) Rural _____ (3) Suburban (27)

7. In your opinion, are you teaching in a system that is similar in characteristics to the one where you attended high school?

_____ (1) Yes _____ (2) No (28)

8. Including the present year, how many years have you taught? _____ Yrs (29)

9. When did you graduate from BGSU? 19_____ (30-31)

10. What is your current status regarding a Masters degree?

_____ (1) Have not taken any courses
_____ (2) Have taken 1 or 2 courses
_____ (3) About ¼ done.
_____ (4) About ½ done.
_____ (5) About ¾ done
_____ (6) Have a Masters degree (32)

11. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU?

_____ (1) 2.0 - 2.3
_____ (2) 2.4 - 2.7
_____ (3) 2.8 - 3.1
_____ (4) 3.2 - 3.5
_____ (5) 3.6 - 3.9
_____ (6) 4.0 (33)

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SECTION B: Your Perceived *Need For* and *Proficiency In* Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

		Your Felt Need for this Competency						An Estimate of Your Classroom Proficiency In This Area					
		High		**Average**		**Low**		**High**		**Average**		**Low**	
		[5]	[4]	[3]	[2]	[1]		[5]	[4]	[3]	[2]	[1]	
Your Ability to:													
1	Teach reading in your grade or subject area	[ ]	[ ]	[ ]	[ ]	[ ]	(34)	[ ]	[ ]	[ ]	[ ]	[ ]	(35)
2	Deal with pupil behavior problems	[ ]	[ ]	[ ]	[ ]	[ ]	(36)	[ ]	[ ]	[ ]	[ ]	[ ]	(37)
3	Select, prepare, and effectively utilize educational media	[ ]	[ ]	[ ]	[ ]	[ ]	(38)	[ ]	[ ]	[ ]	[ ]	[ ]	(39)
4	Analyze and evaluate your teaching performance skills	[ ]	[ ]	[ ]	[ ]	[ ]	(40)	[ ]	[ ]	[ ]	[ ]	[ ]	(41)
5	Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils	[ ]	[ ]	[ ]	[ ]	[ ]	(42)	[ ]	[ ]	[ ]	[ ]	[ ]	(43)
6	Diagnose pupil learning difficulties (via testing instruments, observational techniques, etc.)	[ ]	[ ]	[ ]	[ ]	[ ]	(44)	[ ]	[ ]	[ ]	[ ]	[ ]	(45)
7	(After diagnosis) ... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes	[ ]	[ ]	[ ]	[ ]	[ ]	(46)	[ ]	[ ]	[ ]	[ ]	[ ]	(47)
8	Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(48)	[ ]	[ ]	[ ]	[ ]	[ ]	(49)
9	Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(50)	[ ]	[ ]	[ ]	[ ]	[ ]	(51)
10	Individualize instruction to meet the varying needs of students via techniques such as mastery learning, alternative assignments, individual contracting, group and invidual work, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(52)	[ ]	[ ]	[ ]	[ ]	[ ]	(53)
11	Prepare and develop lesson plans and teaching units	[ ]	[ ]	[ ]	[ ]	[ ]	(54)	[ ]	[ ]	[ ]	[ ]	[ ]	(55)
12	Prepare teacher made tests and evaluate/report pupil progress	[ ]	[ ]	[ ]	[ ]	[ ]	(56)	[ ]	[ ]	[ ]	[ ]	[ ]	(57)
13	Understand and utilize standardized tests	[ ]	[ ]	[ ]	[ ]	[ ]	(58)	[ ]	[ ]	[ ]	[ ]	[ ]	(59)
14	Communicate effectively with parents regarding student progress	[ ]	[ ]	[ ]	[ ]	[ ]	(60)	[ ]	[ ]	[ ]	[ ]	[ ]	(61)
15	Compare, contrast and utilize various educational philosophical viewpoints	[ ]	[ ]	[ ]	[ ]	[ ]	(62)	[ ]	[ ]	[ ]	[ ]	[ ]	(63)
16	Encourage and facilitate the development of children's social skills and enhanced self-concepts	[ ]	[ ]	[ ]	[ ]	[ ]	(64)	[ ]	[ ]	[ ]	[ ]	[ ]	(65)
17	Apply the major principles of school law to areas such as due process, contracts, teaching liability, corporal punishment, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(66)	[ ]	[ ]	[ ]	[ ]	[ ]	(67)
18	Adequately challenge your gifted/talented students	[ ]	[ ]	[ ]	[ ]	[ ]	(68)	[ ]	[ ]	[ ]	[ ]	[ ]	(69)
19	Adequately guide handicapped pupils who have been or may be "mainstreamed" into your classroom	[ ]	[ ]	[ ]	[ ]	[ ]	(70)	[ ]	[ ]	[ ]	[ ]	[ ]	(71)

SECTION C: Where Were The Proficiencies Developed?

In Section B, you noted your needs and proficiencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "1" in the box which would denote the area that contributed **most**, "2" in the box which denotes second highest, etc.

Your Ability to:	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and or Administrators
1. Teach reading in your grade or subject area (2 _ _ _ _)	[ ] (72)	[ ] (73)	[ ] (74)	[ ] (75)	[ ] (76)	[ ] (77)	[ ] (78)	[ ] (79)
2. Deal with pupil behavior problems	[ ] (6)	[ ] (7)	[ ] (8)	[ ] (9)	[ ] (10)	[ ] (11)	[ ] (12)	[ ] (13)
3. Select, prepare, and effectively utilize educational media	[ ] (14)	[ ] (15)	[ ] (16)	[ ] (17)	[ ] (18)	[ ] (19)	[ ] (20)	[ ] (21)
4. Analyze and evaluate your teaching performance skills	[ ] (22)	[ ] (23)	[ ] (24)	[ ] (25)	[ ] (26)	[ ] (27)	[ ] (28)	[ ] (29)
5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils	[ ] (30)	[ ] (31)	[ ] (32)	[ ] (33)	[ ] (34)	[ ] (35)	[ ] (36)	[ ] (37)
6. Diagnose pupil learning difficulties (via testing instruments, observational techniques, etc.)	[ ] (38)	[ ] (39)	[ ] (40)	[ ] (41)	[ ] (42)	[ ] (43)	[ ] (44)	[ ] (45)
7. (After diagnosis) ... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes	[ ] (46)	[ ] (47)	[ ] (48)	[ ] (49)	[ ] (50)	[ ] (51)	[ ] (52)	[ ] (53)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	[ ] (54)	[ ] (55)	[ ] (56)	[ ] (57)	[ ] (58)	[ ] (59)	[ ] (60)	[ ] (61)
9. Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.	[ ] (62)	[ ] (63)	[ ] (64)	[ ] (65)	[ ] (66)	[ ] (67)	[ ] (68)	[ ] (69)
10. Individualize instruction to meet the varying needs of students via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc. (3 _ _ _ _)	[ ] (70)	[ ] (71)	[ ] (72)	[ ] (73)	[ ] (74)	[ ] (75)	[ ] (76)	[ ] (77)
11. Prepare and develop lesson plans and teaching units	[ ] (6)	[ ] (7)	[ ] (8)	[ ] (9)	[ ] (10)	[ ] (11)	[ ] (12)	[ ] (13)
12. Prepare teacher made tests and evaluate/report pupil progress	[ ] (14)	[ ] (15)	[ ] (16)	[ ] (17)	[ ] (18)	[ ] (19)	[ ] (20)	[ ] (21)
13. Understand and utilize standardized tests	[ ] (22)	[ ] (23)	[ ] (24)	[ ] (25)	[ ] (26)	[ ] (27)	[ ] (28)	[ ] (29)
14. Communicate effectively with parents regarding student progress	[ ] (30)	[ ] (31)	[ ] (32)	[ ] (33)	[ ] (34)	[ ] (35)	[ ] (36)	[ ] (37)
15. Compare, contrast and utilize various educational philosophical viewpoints	[ ] (38)	[ ] (39)	[ ] (40)	[ ] (41)	[ ] (42)	[ ] (43)	[ ] (44)	[ ] (45)
16. Encourage and facilitate the development of children's social skills and enhanced self-concepts	[ ] (46)	[ ] (47)	[ ] (48)	[ ] (49)	[ ] (50)	[ ] (51)	[ ] (52)	[ ] (53)
17. Apply the major principles of school law to areas such as due process, contracts, teaching liability, corporal punishment, etc.	[ ] (54)	[ ] (55)	[ ] (56)	[ ] (57)	[ ] (58)	[ ] (59)	[ ] (60)	[ ] (61)
18. Adequately challenge your gifted/talented students	[ ] (62)	[ ] (63)	[ ] (64)	[ ] (65)	[ ] (66)	[ ] (67)	[ ] (68)	[ ] (69)
19. Adequately guide handicapped pupils who have been or may be "mainstreamed" into your classroom	[ ] (70)	[ ] (71)	[ ] (72)	[ ] (73)	[ ] (74)	[ ] (75)	[ ] (76)	[ ] (77)

SECTION D: Please check the one answer you consider most appropriate. (4 _ _ _ _)

1 The **number** of courses or credits required for my major (e.g. English courses for English majors, Math courses for Math majors, etc.) was

(6) _____ (1) too large or too many
_____ (2) too small or too few
_____ (3) about right

2 The content of my major was

(7) _____ (1) well adapted to the needs of teachers
_____ (2) only moderately relevant to the needs of teachers
_____ (3) largely irrelevant to the needs of teachers

3 The content of my major was:

(8) _____ (1) too broad and general for the needs of teachers
_____ (2) too narrow and specialized for the needs of teachers
_____ (3) well balanced to provide both breadth and depth

4 Courses in my major were taught in a way that

(9) _____ (1) related the content to the needs of teachers in **most** instances
_____ (2) related the content to the needs of teachers in **some** instances
_____ (3) had no observable relationship to the needs of teachers

5 The number of credits or courses required in the professional component (commonly called "the education courses") of the program was

(10) _____ (1) too large or too many
_____ (2) too small or too few
_____ (3) about right

6 The content and experiences making up the professional component

(11) _____ (1) were generally well suited to preparation of a teacher
_____ (2) were somewhat suited to preparation of a teacher
_____ (3) made little real contribution to preparation of a teacher

7 The general group requirements (Group 1 — Composition, Literature, Speech, Group 2 — Science and Math, Group 3 — Social Science, and Group 4 — Fine and Applied Arts)

(12) _____ (1) provided for acquisition of a breadth of knowledge needed by "educated" people
_____ (2) was somewhat valuable
_____ (3) was generally a waste of time

8 The general group requirements

(13) _____ (1) provided a good background for teachers
_____ (2) was somewhat significant for prospective teachers
_____ (3) was generally of little significance for prospective teachers

9 Bowling Green State University gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions, expectations, salaries, etc.

	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
(14)	[ ]	[ ]	[ ]	[ ]	[ ]

10 Please provide a rating of the value of each of the following seven areas in your preparation to become a teacher.

	5 **Highly Positive**	4 **Positive**	3 **Average or So-So**	2 **Negative**	1 **Highly Negative**	0 **Not Required in My Program**	
1 Educational Psychology (Educ. 302)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(15)
2 Methods course (or methods sequence if elementary or special education major)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(16)
3 Tests and Measurements (Most recent title Assessment and Evaluation in Education) (Educ. 402)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(17)
4 Philosophy of Education (Most recent title Education in a Pluralistic Society) (Educ. 408)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(18)
5 American School System (Most recent title Organization and Administration of Education in American Society) (Educ. 409)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(19)
6 Student Teaching	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(20)
7 Student Teaching Seminars	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(21)

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SECTION E: Off-Campus Field Experiences

Without a doubt you had several experiences in public elementary and secondary schools while a student at Bowling Green State University. The following questions relate to these off-campus experiences.

1. How do you feel about the adequacy of the **University** supervision when you were doing:

	5 **Excellent**	4 **Good**	3 **Average**	2 **Bel. Average**	1 **Poor**	
A. Student Teaching	[ ]	[ ]	[ ]	[ ]	[ ]	(22)
B. Other field experiences in the schools, such as Merge, MEP, Methods Observations, etc.?	[ ]	[ ]	[ ]	[ ]	[ ]	(23)

2. The above question dealt with university supervision. In the same frame of reference, how do you feel about the adequacy of the supervision given you by the classroom teacher(s) during:

A. Student Teaching	[ ]	[ ]	[ ]	[ ]	[ ]	(24)
B. Other field experiences in the schools, such as Merge, MEP, Methods Observations, etc.?	[ ]	[ ]	[ ]	[ ]	[ ]	(25)

3. How do you feel about the value of the field experiences, other than student teaching, such as Merge, MEP, Interaction, Alternatives in Education, Help-A-Child, Milton, Crim's PER, IET's 288 Field Experience, etc. in preparing you to be a teacher?

A. I can't respond because I was not involved in any of these special experiences. [ ]

B. I consider these experiences to have been:

5 Highly Valuable	4 Valuable	3 Average or So-So	2 Of Little Value	1 Of No Value	
[ ]	[ ]	[ ]	[ ]	[ ]	(26)

C. Approximately how many academic quarters were you involved in one or more of these experiences? (Do not count the student teaching quarter)

_____ quarters (27)

SECTION F: Academic and Career Advising at BGSU

	5 **Highly Positive**	4 **Positive**	3 **Average or So-So**	2 **Negative**	1 **Highly Negative**	
1. How do you feel about the quality of advising from your major area, such as the English, Math, Elementary Education areas?	[ ]	[ ]	[ ]	[ ]	[ ]	(28)
2. Advice and guidance from the Program Advisement Center located on the 3rd floor of the Education Building?	[ ]	[ ]	[ ]	[ ]	[ ]	(29)
3. Advice from individual professors you might have sought out?	[ ]	[ ]	[ ]	[ ]	[ ]	(30)
4. How do you feel in a general sense about the quality of overall **academic** advising services that were available to you throughout your years at the University?	[ ]	[ ]	[ ]	[ ]	[ ]	(31)
5. How do you feel in a general sense about the quality of overall **career** advising services that were available to you?	[ ]	[ ]	[ ]	[ ]	[ ]	(32)
6. Please rate the services of the Career and Placement Center in helping you find a teaching position.	[ ]	[ ]	[ ]	[ ]	[ ]	(33)

SECTION G: Instructional Materials at BGSU

1 Please rate the materials and services of the **Instructional Media Center** (located in the Education Building)

[ ] I did not use the center, therefore I cannot rate their service. (34)

	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	
A Hours of accessibility	[ ]	[ ]	[ ]	[ ]	[ ]	(35)
B Workshop facilities where you could prepare new instructional materials or copy existing materials	[ ]	[ ]	[ ]	[ ]	[ ]	(36)
C Availability of materials	[ ]	[ ]	[ ]	[ ]	[ ]	(37)
D Usage regulations	[ ]	[ ]	[ ]	[ ]	[ ]	(38)
E Helpfulness of staff	[ ]	[ ]	[ ]	[ ]	[ ]	(39)
F Relation to coursework	[ ]	[ ]	[ ]	[ ]	[ ]	(40)

2 Please rate the materials and services of the **Curriculum Library** (located in the Library)

[ ] I did not use the Curriculum Library, therefore I cannot rate their services. (41)

A Hours of accessibility	[ ]	[ ]	[ ]	[ ]	[ ]	(42)
B Workshop facilities where you could prepare new instructional materials or copy existing materials	[ ]	[ ]	[ ]	[ ]	[ ]	(43)
C Various media, such as maps, globes, charts, pictures, films, video, audio tapes, recordings, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(44)
D Examples of courses of study and teaching units	[ ]	[ ]	[ ]	[ ]	[ ]	(45)
E Examples of books commonly used in the elementary and secondary schools	[ ]	[ ]	[ ]	[ ]	[ ]	(46)
F Availability of materials	[ ]	[ ]	[ ]	[ ]	[ ]	(47)
G Usage regulations	[ ]	[ ]	[ ]	[ ]	[ ]	(48)
H Helpfulness of staff	[ ]	[ ]	[ ]	[ ]	[ ]	(49)
I Relation to course work	[ ]	[ ]	[ ]	[ ]	[ ]	(50)

3 Please rate the materials and services of the **Clinical Lab** (located on the second floor of the Education Building and established during the 1978-79 academic year)

[ ] I did not use the Clinical Lab. (51)

A Hours of accessibility	[ ]	[ ]	[ ]	[ ]	[ ]	(52)
B Various media and materials	[ ]	[ ]	[ ]	[ ]	[ ]	(53)
C Helpfulness of staff	[ ]	[ ]	[ ]	[ ]	[ ]	(54)
D Availability of materials	[ ]	[ ]	[ ]	[ ]	[ ]	(55)
E Relation to course work	[ ]	[ ]	[ ]	[ ]	[ ]	(56)

SECTION H: Your General Reactions

	5 Strongly Agree	4 Agree	3 No Comment	2 Disagree	1 Strongly Disagree	
A. Your Attitudes						
1. I love to teach.	[ ]	[ ]	[ ]	[ ]	[ ]	(57)
2. If I could plan my career again, I would choose teaching.	[ ]	[ ]	[ ]	[ ]	[ ]	(58)
3. I feel successful and competent in my present position.	[ ]	[ ]	[ ]	[ ]	[ ]	(59)
4. I really enjoy working with my students	[ ]	[ ]	[ ]	[ ]	[ ]	(60)
5. If I could earn as much money in another occupation, I would still continue to teach.	[ ]	[ ]	[ ]	[ ]	[ ]	(61)
B. Summary						
1. I was adequately prepared by BGSU as an entry level teacher	[ ]	[ ]	[ ]	[ ]	[ ]	(62)

2. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

_____

_____

_____

_____

_____

3. We plan to select at random some principals of our 1976-80 graduates and ask them to respond to questions related to the teacher education program at BGSU and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below:

_____

_____

_____

An Analysis of the Responses to:
An Appraisal of My Preparation As A Teacher
at Bowling Green State University

Each of the 62 teachers who was observed/interviewed on-site was asked to complete the noted questionnaire. The purpose of this section is to present the questions posed on the 7-page questionnaire and the responses given by the four groups of teachers to each item.

It should be noted that the percents presented in the various tables are based on the total number of people in the groups, not on the number who might have responded to a specific item. The interested reader, for a few tables, may desire to compute a new set of percents based upon the number of first-year teachers who chose to respond.

Knowingly, it is presumptuous of a preparer of a large multi-faceted report such as this to attempt a narrative summary of the major findings. In order to summarize briefly, the preparer is in danger of permitting his biases and specific frame of reference to guide him in selecting the findings that contribute to his summary.

Nevertheless and with these comments as a background and as a guide to the reader, selected narrative findings are henceforth presented. Under no circumstances, however, does this narrative summary of selected findings replace a reader's careful scrutiny of tables of interest to him/her.

Section A. Placement and Experience Data

1. Approximately half of the first-year teachers indicated they were teaching in school systems similar to where they attended high school -- the other half were teaching in systems with different characteristics.

2. 90% of the teachers had not started work toward a master's degree, the other 10% had enrolled in one or two advanced courses.

Section B. Need For and Proficiency in Selected Competencies

1. The three most needed competencies were:
   (a) Dealing with pupil behavior problems
   (b) Human relations
   (c) Motivating students
2. The two least needed competencies were:
   (a) Philosophy of education
   (b) Using standardized tests
3. The three areas in which the teachers thought themselves most proficient were:
   (a) Human relations
   (b) Motivating students
   (c) Building children's social skills/self-concept
4. The two areas in which they were least proficient were:
   (a) Challenging gifted/talented pupils
   (b) Teaching reading
5. Eight areas where there was a sizeable difference between need and proficiency (higher need than proficiency) were:
   (a) Challenging gifted/talented pupils
   ($\overline{X}$ need less $\overline{X}$ proficiency = 1.23)
   (b) Altering teaching to provide more successful learning experiences after evaluating own teaching (1.00)
   (c) Mainstreaming (.87)

(d) Dealing with behavior problems (.87)

(e) Diagnosing pupil learning difficulties (.81)

(f) After learner diagnosis, preparing prescriptions (.87)

(g) Teaching of reading (.66)

(h) Individualizing instruction (.64)

Section C. Where Were the Proficiencies Developed?

For most competencies, the teachers gave a rank of 1 to their first year experience and a rank of 2 to their student teaching experience for the development of the concerned competencies. The interested reader may gleam additional and more specific findings from further study of the concerned tables.

Section D. Miscellaneous Items Dealing with Majors, Group and Professional Requirements

1. The respondents gave positive responses to items dealing with:
   a) Number of courses required in major
   b) Content of the majors
   c) Manner in which courses in major were taught
   d) Number of required professional courses
   e) Content and experiences of the professional courses
   f) General group requirements
2. Only 43% of the teachers thought the University was successful in presenting an adequate and early orientation to teacher education, e.g., career options, employment potential, salaries, working conditions, etc. The other 57% thought the University had not been successful in fulfilling these functions.

3. The first-year teachers gave the following effectiveness ratings to the concerned courses/experiences.

   a) Student Teaching (93% positive)

   b) Methods Course/Sequence (70% positive)

   c) Educational Psychology (EDFI 302) (54% positive)

   d) American School System (EDAS 409) (50% positive)

   e) Tests and Measurements (EDFI 402) (48% positive)

   f) Student Teaching Seminars (39% positive)

   g) Philosophy of Education (EDFI 408) (28% positive)

Section E: Off Campus Field Experiences

1. 63% of the first year teachers thought university supervision during student teaching was good or excellent, 15% thought it was below average or poor.
2. 76% thought university supervision for other field experiences (MERGE, Methods, etc.) was good or excellent, only 8% thought it was below average.
3. 86% of the former students thought the supervision given them by classroom teachers during student teaching was good or excellent -- only 3% thought it was poor. Likewise, 71% thought the supervision given by classroom teachers involved with the other field experiences was good or excellent.
4. Only 2% thought the field experiences (disregarding student teaching) were of little or no value; 88% thought they were valuable or highly valuable; and 10% thought they were average or so-so.

Section F. Academic and Career Advising

1. About 60% of the teachers gave positive responses to the quality

of Academic Advising offered to them while students at BGSU, 30% gave average or so-so ratings and 10% gave negative ratings.

2. About 2/3 gave positive ratings to the Career and Placement Center in helping them find positions - 15% gave average or so-so ratings and 12% gave negative ratings. Four did not respond to the question which probably indicates that these 6% did not use the Center for placement purposes.

Section G. Instructional Materials

It may be stated that the Curriculum Library and the Instructional Media Center received positive evaluations, overall, from the first-year teachers.

The Clinical Laboratory (because of it's 1979-80 opening date) was not used to the extent where its evaluations are meaningful. The interested reader should further study the 20 tables used to present specific findings related to instructional materials.

Section H. General Reactions

1. Attitudes
   a) 91% of the teachers indicated that they loved to teach.
   b) 81% would still choose teaching as their career.
   c) 92% felt successful and competent.
   d) 97% enjoyed working with their students.
   e) 81% would not leave teaching for another job with equal pay.
2. Grand Summary
   a) About 90% of the teachers thought they were adequately prepared to teach by BGSU, another 7% were hesitant to agree or disagree with the statement and 2% thought they were not adequately prepared.

SECTION A. Placement and Experience Data

6. In your opinion, how would your school building be classified?

___(1) Urban ____(2) Rural ____(3) Suburban

	1		2		3	
	f	%	f	%	f	%
Elementary	4	40	3	30	3	30
Secondary	3	25	4	33	5	42
Specialized	3	15	7	35	10	50
Special Ed	4	20	9	45	7	35
Total	14	23	23	37	25	40

7. In your opinion, are you teaching in a system that is similar in characterisitcs to the one where you attended high school?

____ (1) Yes ____ (2) No

	Yes		No	
	f	%	f	%
Elementary	8	80	2	20
Secondary	8	67	4	33
Specialized	7	35	13	65
Special Ed	11	55	9	45
Total	34	55	28	45

8. Including the present year, how many years have you taught? ____years

	1 year		2 years	
	f	%	f	%
Elementary	9	90	1	10
Secondary	12	100	-	-
Specialized	20	100	-	-
Special Ed	20	100	-	-
Total	61	98	1	2

9. When did you graduate from BGSU? 19___

	1979		1980	
	f	%	f	%
Elementary	2	20	8	80
Secondary	1	8	11	92
Specialized	2	10	18	90
Special Ed	0	0	20	100
Total	5	8	57	92

10. What is your current status regarding a Masters degree?

_____(1) Have note taken any courses
_____(2) Have taken 1 or 2 courses
_____(3) About 1/4 done
_____(4) About 1/2 done
_____(5) About 3/4 done
_____(6) Have a Masters degree

	1		2		3	
	f	%	f	%	f	%
Elementary	9	90	1	10	-	-
Secondary	11	92	1	8	-	-
Specialized	18	90	1	5	1	5
Special Ed	17	85	3	15	-	-
Total	55	89	6	10	1	2

11. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU?

_____(1) 2.0 - 2.3
_____(2) 2.4 - 2.7
_____(3) 2.8 - 3.1
_____(4) 3.2 - 3.5
_____(5) 3.6 - 3.9
_____(6) 4.0

	Omit		1		2		3		4		5		6	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	0	0	0	0	1	10	3	30	2	20	4	40	-	-
Secondary	1	8	-	-	3	25	-	-	4	33	4	33	-	-
Specialized	-	-	-	-	-	-	9	45	5	25	5	25	1	5
Special Ed	1	5	-	-	1	5	10	50	5	25	3	15	-	-
Total	2	3	0	0	5	8	22	35	16	26	16	26	1	2

SECTION B Your Perceived *Need For* and *Proficiency In* Selected Competencies

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area				
	High		Average		Low	High		Average		Low
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to

1. Teach reading in your grade or subject area.

Need*

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	1	10	1	10	8	80	4.70
Secondary	3	25	2	17	3	25	2	17	2	17	2.83
Specialized	3	15	2	10	7	35	3	15	3	15	2.75
Special Ed.	-	-	-	-	1	5	5	25	14	70	4.65
Total	6	10	4	7	12	19	11	18	27	44	3.69

Proficiency*

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	5	50	3	30	1	10	3.40
Secondary	1	8	3	25	6	50	-	-	2	17	2.92
Specialized	3	15	3	15	6	30	3	15	2	10	2.45
Special Ed.	-	-	1	5	10	50	7	35	2	10	3.50
Total	4	7	8	13	27	44	13	21	7	11	3.03

*Percents may not add to 100--"omits" were not listed and were figured into total N.

2. Deal with pupil behavior problems.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	-	-	2	20	7	70	4.50
Secondary	-	-	1	8	1	8	6	50	4	33	4.08
Specialized	-	-	-	-	2	10	2	10	16	80	4.70
Special Ed.	-	-	-	-	-	-	4	20	16	80	4.80
Total	0	0	2	3	3	5	14	23	43	69	4.58

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	5	50	4	40	-	-	3.30
Secondary	-	-	1	8	5	42	4	33	2	17	3.58
Specialized	-	-	-	-	6	30	12	60	2	10	3.80
Special Ed.	-	-	-	-	5	25	12	60	3	15	3.90
Total	0	0	2	3	21	34	32	52	7	11	3.71

SECTION B: Your Perceived *Need For* and *Proficiency In* Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area				
	High		Average		Low	High		Average		Low
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to

3. Select, prepare and effectively utilize educational media.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	3	30	3	30	3	30	3.80
Secondary	-	-	-	-	1	8	6	50	5	42	4.33
Specialized	1	5	1	5	3	15	6	30	9	45	4.05
Special Ed.	-	-	-	-	2	10	12	60	5	25	3.95
Total	1	2	2	3	9	15	27	44	22	36	4.03

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	1	10	1	10	5	50	3	30	-	-	3.00
Secondary	-	-	1	8	4	33	5	42	2	17	3.67
Specialized	-	-	1	5	4	20	12	60	3	15	3.85
Special Ed.	-	-	-	-	5	25	13	65	1	5	3.60
Total	1	2	3	5	18	29	33	53	6	10	3.60

4. Analyze and evaluate your teaching performance skills

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	2	20	6	60	2	20	4.00
Secondary	-	-	-	-	4	33	3	25	5	42	4.08
Specialized	-	-	-	-	4	20	7	35	9	45	4.25
Special Ed.	-	-	-	-	5	25	9	45	6	30	4.05
Total	0	0	0	0	15	24	25	40	22	36	4.11

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	5	50	4	40	1	10	3.60
Secondary	-	-	1	8	4	33	5	42	2	17	3.67
Specialized	-	-	-	-	6	30	11	55	3	15	3.85
Special Ed.	-	-	-	-	7	35	13	65	-	-	3.65
Total	0	0	1	2	22	36	33	53	6	10	3.71

SECTION B. Your Perceived *Need For* and *Proficiency In* Selected Competencies

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area				
	High		**Average**		**Low**	**High**		**Average**		**Low**
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to

5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	3	30	3	30	4	40	4.10
Secondary	1	8	-	-	1	8	3	25	7	58	4.25
Specialized	-	-	-	-	1	5	9	45	10	50	4.45
Special Ed.	-	-	-	-	3	15	6	30	11	55	4.40
Total	1	2	0	0	8	13	21	34	32	52	4.34

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	3	30	5	50	1	10	3.60
Secondary	1	8	-	-	3	25	5	42	3	25	3.75
Specialized	-	-	1	5	5	25	10	50	4	20	3.85
Special Ed.	-	-	-	-	7	35	12	60	1	5	3.70
Total	1	2	2	3	18	29	32	52	9	15	3.74

6. Diagnose pupil learning difficulties (via testing instruments, observational techniques, etc.).

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	1	10	6	60	3	30	4.20
Secondary	1	8	2	17	1	8	4	33	4	33	3.67
Specialized	2	10	-	-	3	15	7	35	7	35	3.70
Special Ed.	-	-	-	-	1	5	5	25	13	65	4.40
Total	3	5	2	3	6	10	22	36	27	44	4.00

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	2	20	5	50	3	30	-	-	3.10
Secondary	2	17	2	17	4	33	1	8	3	25	3.08
Specialized	2	10	3	15	10	50	3	15	1	5	2.75
Special Ed.	-	-	-	-	3	15	9	45	6	30	3.75
Total	4	7	7	11	22	36	16	26	10	16	3.19

SECTION B: Your Perceived *Need For* and *Proficiency In* Selected Competencies.

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	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area				
	High		**Average**		**Low**	**High**		**Average**		**Low**
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to

7. (After diagnosis) ...make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	2	20	2	20	5	50	4.10
Secondary	-	-	-	-	5	42	2	17	5	42	4.00
Specialized	2	10	1	5	4	20	3	15	9	45	3.65
Special Ed.	-	-	-	-	2	10	5	25	13	65	4.55
Total	2	3	2	3	13	21	12	19	32	52	4.08

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	3	30	4	40	2	20	1	10	3.10
Secondary	-	-	-	-	7	58	4	33	1	8	3.50
Specialized	2	10	2	10	11	55	2	10	2	10	2.85
Special Ed.	-	-	1	5	6	30	9	45	4	20	3.80
Total	2	3	6	10	28	45	17	27	8	13	3.23

8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	-	-	4	40	5	50	4.30
Secondary	-	-	-	-	-	-	5.42		7	58	4.58
Specialized	-	-	1	5	2	10	4	20	13	65	4.45
Special Ed.	-	-	-	-	2	10	5	25	13	65	4.55
Total	0	0	2	3	4	7	18	29	38	61	4.48

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	1	10	6	60	3	30	4.20
Secondary	-	-	-	-	-	-	3	25	9	75	4.75
Specialized	-	-	-	-	4	20	5	25	11	55	4.35
Special Ed.	-	-	-	-	1	5	4	20	15	75	4.70
Total	0	0	0	0	6	10	18	29	38	61	4.52

SECTION B. Your Perceived *Need For* and *Proficiency In* Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area				
	High		Average		Low	High		Average		Low
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to

9. Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	-	-	6	60	4	40	4.40
Secondary	-	-	-	-	2	17	6	50	4	33	4.17
Specialized	-	-	-	-	1	5	4	20	15	75	4.70
Special Ed.	-	-	-	-	1	5	8	40	11	55	4.50
Total	0	0	0	0	4	7	24	39	34	55	4.48

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	4	40	4	40	2	20	3.80
Secondary	1	8	1	8	4	33	5	42	1	8	3.33
Specialized	-	-	-	-	2	10	7	35	11	55	4.45
Special Ed.	-	-	-	-	3	15	14	70	3	15	4.00
Total	1	2	1	2	13	21	30	48	17	27	3.98

10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	3	30	4	40	3	30	4.00
Secondary	1	8	1	8	-	-	6	50	4	33	3.92
Specialized	-	-	2	10	3	15	6	30	9	45	4.10
Special Ed.	-	-	-	-	3.15		5	25	12	60	4.45
Total	1	2	3	5	9	15	21	34	28	45	4.16

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	4	40	4	40	1	10	1	10	2.90
Secondary	2	17	2	17	6	50	1	8	1	8	2.75
Specialized	1	5	1	5	5	25	10	50	3	15	3.65
Special Ed.	-	-	-	-	6	30	5	25	9	45	4.15
Total	3	5	7	11	21	34	17	27	14	23	3.52

SECTION B: Your Perceived *Need For* and *Proficiency In* Selected Competencies.

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	Your Felt Need for this Competency					An Estmate of Your Classroom Proficiency In This Area				
	High		Average		Low	High		Average		Low
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to

11. Prepare and develop lesson plans and teaching units.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	1	10	-	-	1	10	4	40	4	40	4.00
Secondary	-	-	1	8	1	8	5	42	5	42	4.17
Specialized	-	-	1	5	4	20	1	5	14	70	4.40
Special Ed.	-	-	-	-	5	25	9	45	6	30	4.05
Total	1	2	2	3	11	18	19	31	29	47	4.18

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	1	10	-	-	1	10	5	50	3	30	3.90
Secondary	-	-	-	-	3	25	5	42	4	33	4.08
Specialized	-	-	3	15	1	5	7	35	9	45	4.10
Special Ed.	-	-	-	-	8	40	9	45	3	15	3.75
Total	1	2	3	5	13	21	26	42	19	31	3.95

12. Prepare teacher made tests and evaluate/report pupil progress.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	1	10	5	50	3	30	4.00
Secondary	-	-	-	-	1	8	3	25	8	67	4.58
Specialized	-	-	-	-	6	30	3	15	10	50	4.00
Special Ed.	-	-	-	-	3	15	10	50	6	30	3.95
Total	0	0	1	2	11	18	21	34	27	44	4.10

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	4	40	4	40	2	20	3.80
Secondary	-	-	-	-	-	-	6	50	6	50	4.50
Specialized	-	-	-	-	7	35	4	20	8	40	3.85
Special Ed.	-	-	2	10	7	35	7	35	3	15	3.40
Total	0	0	2	3	18	29	21	34	19	31	3.82

SECTION B Your Perceived *Need For* and *Proficiency In* Selected Competencies

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area				
	High		Average		Low	High		Average		Low
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to

13. Understand and utilize standardized tests.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	2	20	5	50	1	10	2	20	3.30
Secondary	2	17	4	33	5	42	-	-	1	8	2.50
Specialized	2	10	4	20	5	25	5	25	3	15	3.00
Special Ed.	1	5	-	-	6	30	9	45	4	20	3.75
Total	5	8	10	16	21	34	15	24	10	16	3.19

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	2	20	4	40	2	20	2	20	3.40
Secondary	2	17	5	42	3	25	2	17	-	-	2.42
Specialized	3	15	-	-	8	40	6	30	2	10	3.05
Special Ed.	-	-	-	-	6	30	12	60	1	5	3.55
Total	5	8	7	11	21	34	22	36	5	8	3.15

14. Communicate effectively with parents regarding student progress.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	1	10	2	20	6	60	4.30
Secondary	-	-	-	-	4	33	2	17	6	50	4.17
Specialized	-	-	2	10	1	5	4	20	13	65	4.40
Special Ed.	-	-	-	-	1	5	8	40	11	55	4.50
Total	0	0	3	5	7	11	16	26	36	58	4.37

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	3	30	4	40	3	30	4.00
Secondary	1	8	2	17	1	8	5	42	3	25	3.58
Specialized	-	-	3	15	5	25	5	25	7	35	3.80
Special Ed.	-	-	-	-	6	30	8	40	5	25	3.75
Total	1	2	5	8	15	24	22	36	18	29	3.77

SECTION B: Your Perceived *Need For* and *Proficiency In* Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area				
	High		Average		Low	High		Average		Low
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to:

15. Compare, contrast and utilize various educational philosophical viewpoints.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	6	60	3	30	-	-	3.20
Secondary	3	25	3	25	3	25	2	17	1	8	2.58
Specialized	-	-	4	20	5	25	6	30	5	25	3.60
Special Ed.	-	-	3	15	11	55	5	25	1	5	3.20
Total	3	5	11	18	25	40	16	26	7	11	3.21

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	6	60	3	30	-	-	3.20
Secondary	4	33	1	8	3	25	3	25	1	8	2.67
Specialized	-	-	3	15	9	45	4	20	4	20	3.45
Special Ed.	-	-	3	15	12	60	4	20	1	5	3.15
Total	4	7	8	13	30	48	14	23	6	10	3.16

16. Encourage and facilitate the development of children's social skills and enhanced self-concepts.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	1	10	3	30	6	60	4.50
Secondary	-	-	-	-	3	25	4	33	5	42	4.17
Specialized	-	-	1	5	1	5	6	30	12	60	4.45
Special Ed.	-	-	1	5	-	-	8	40	11	55	4.45
Total	0	0	2	3	5	8	21	34	34	55	4.40

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	-	-	2	20	6	60	2	20	4.00
Secondary	-	-	-	-	4	33	7	58	1	8	3.75
Specialized	-	-	-	-	4	20	8	40	8	40	4.20
Special Ed.	-	-	-	-	7	35	8	40	5	25	3.90
Total	0	0	0	0	17	27	29	47	16	26	3.98

SECTION B: Your Perceived *Need For* and *Proficiency In* Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area				
	High		**Average**		**Low**	**High**		**Average**		**Low**
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to

17. Apply the major principles of school law to areas such as due process, contracts, teaching liability, corporal punishment, etc.

	Need										
	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	1	10	2	20	4	40	1	10	2	20	3.10
Secondary	2	17	1	8	4	33	3	25	2	17	3.17
Specialized	-	-	1	5	4	20	4	20	11	55	4.25
Special Ed.	-	-	1	5	6	30	7	35	6	30	3.90
Total	3	5	5	8	18	29	15	24	21	34	3.74

	Proficiency										
	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	1	10	3	30	4	40	1	10	1	10	2.80
Secondary	2	17	-	-	4	33	4	33	2	17	3.33
Specialized	-	-	4	20	7	35	7	35	2	10	3.35
Special Ed.	-	-	1	5	9	45	8	40	1	5	3.30
Total	3	5	8	13	24	39	20	32	6	10	3.24

18. Adequately challenge your gifted/talented students.

	Need										
	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	1	10	-	-	8	80	1	10	3.90
Secondary	-	-	-	-	1	8	5	42	6	50	4.42
Specialized	-	-	-	-	2	10	8	40	10	50	4.40
Special Ed.	-	-	3	15	4	20	5	25	4	20	2.90
Total	0	0	4	7	7	11	26	42	21	34	3.84

	Proficiency										
	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	4	40	3	30	3	30	-	-	2.90
Secondary	2	17	2	17	5	42	3	25	-	-	2.75
Specialized	-	-	3	15	7	35	9	45	1	5	3.40
Special Ed.	2	10	4	20	2	10	4	20	-	-	1.60
Total	4	7	13	21	17	27	19	31	1	2	2.61

SECTION B: Your Perceived *Need For* and *Proficiency In* Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area				
	High		**Average**		**Low**	**High**		**Average**		**Low**
	[5]	[4]	[3]	[2]	[1]	[5]	[4]	[3]	[2]	[1]

Your Ability to

19. Adequately guide handicapped pupils who have been or may be "mainstreamed" into your classroom.

Need

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	1	10	-	-	2	20	3	30	4	40	3.90
Secondary	-	-	1	8	2	17	3	25	6	50	4.17
Specialized	-	-	1	5	3	15	3	15	13	65	4.40
Special Ed.	-	-	-	-	-	-	7	35	10	50	3.90
Total	1	2	2	3	7	11	16	26	33	53	4.11

Proficiency

	1		2		3		4		5		X
	f	%	f	%	f	%	f	%	f	%	
Elementary	-	-	2	20	6	60	-	-	2	20	3.20
Secondary	1	8	1	8	8	67	1	8	-	-	2.58
Specialized	1	5	2	10	9	45	6	30	2	10	3.30
Special Ed.	-	-	-	-	1	5	6	30	9	45	3.60
Total	2	3	5	8	24	39	13	21	13	21	3.24

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SECTION C. Where Were The Proficiencies Developed?

In Section B, you noted your needs and proficiencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "1" in the box which would denote the area that contributed **most**, "2" in the box which denotes second highest, etc.

Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

1. Teach reading in your grade or subject area.

Responses in Percents

	Student Teaching					Pre Student Teaching Field Exp.				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	70	83	85	55	73	60	100	100	70	84
1	30	8	10	20	16	40			25	15
2	--	8	5	20	10	10			--	0
3	--			5	2	--			5	2

	Other Course Work					First Year Experience				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	60	50	75	65	65	80	67	75	60	69
1	10	42	20	15	21	10	33	25	40	29
2	20	8	5	10	10	--				0
3	--			5	2	10				2
4	10			5	3					

	Teaching Exp. After 1st Year					Inservice Training				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	90	100	100	100	98	100	100	100	100	100
1	--				0	--				
2	--				0	--				
3	10				2	--				

	Other Teachers					Supervisors/Administrators				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	70	75	95	85	84	100	100	100	95	98
1	10	17	5	0	7	--			0	0
2	20	--		15	8	--			0	0
3	--	8			2	--			5	2

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ECTION C: Where Were The Proficiencies Developed?

n Section B you noted your needs and proficiencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your erceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more an one area contributed, put "1" in the box which would denote the area that contributed **most**, "2" in the box which denotes second highest, etc.

Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

2. Deal with pupil behavior problems.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	60	42	45	25	40
1	10	33	15	45	27
2	30	25	25	20	24
3	--		5	5	3
4	--		5	5	3
5	--		5		2

Pre Student Teaching Field Exp.

El	Sec	Spec	Spec Ed	Total
100	92	90	85	90
--	8	0	10	5
--		10	0	3
--			0	0
--			0	0
--			5	2

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	92	85	80	84
1	10	--	10	10	8
2	10	8	0	5	5
3	--		0	0	0
4	--		0	0	0
5	--		0	0	0
6	--		5	5	3

First Year Experience

El	Sec	Spec	Spec Ed	Total
40	42	20	40	34
60	50	65	35	52
--	8	5	15	8
--		10	10	7
--				
--				
--				

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98
1	--		5		2
2	--				
3	--				
4	--				
5	--				

Inservice Training

El	Sec	Spec	Spec Ed	Total
90	100	90	90	92
0		0	0	0
0		10	10	7
10				2

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	70	83	70	75	74
1	10	--	--	0	2
2	10	--	15	5	8
3	10	17	10	10	11
4	--		5	5	3
5	--			5	2

Supervisors/Administrators

El	Sec	Spec	Spec Ed	Total
70	83	85	65	76
10	8	--	5	5
10	8	5	15	10
10		10	5	7
--			5	2
--			5	2

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SECTION C Where Were The Proficiencies Developed?

In Section B you noted your needs and proficiencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "1" in the box which would denote the area that contributed **most**, "2" in the box which denotes second highest, etc.

Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

3. Select, prepare and effectively utilize educational media.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	70	67	50	55	58
1	30	17	25	25	24
2		17	20	10	13
3			5	10	5
4					

Pre Student Teaching Field Exp.

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	92	95	80	87
1	20	--	5	10	8
2		8		0	2
3				5	2
4				5	2

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	58	20	60	50
1	20	42	55	25	37
2			25	5	10
3				5	2
4				0	0
5				5	2

First Year Experience

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	58	80	60	71
1	10	25	5	30	18
2		17	10	5	8
3			5	5	3
4					
5					

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	100	100
1					
2					
3					
4					
5					

Inservice Training

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	100	100
1					
2					
3					
4					
5					

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	92	90	90	89
1	20	8	5	0	7
2			--	10	3
3			5		2
4					
5					

Supervisors/Administrators

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	95	98
1				5	2
2					
3					
4					
5					

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SECTION C. Where Were The Proficiencies Developed?

In Section B you noted your needs and proficiencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "1" in the box which would denote the area that contributed **most**, "2" in the box which denotes second highest, etc.

Your Ability to:	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

4. Analyze and evaluate your teaching performance.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	60	33	60	30	45
1	40	67	25	60	47
2			10	10	7
3			--		0
4			--		0
5			5		2

Pre Student Teaching Field Exp.

El	Sec	Spec	Spec Ed	Total
60	92	90	70	79
30	--	5	10	10
10	8	--	20	10
		5		2

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	67	60	85	73
1	10	33	35	10	23
2	10		5	5	5
3					

First Year Experience

El	Sec	Spec	Spec Ed	Total
80	75	60	75	71
10	--	25	5	11
--	25	15	15	15
10			5	3

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98
1			--		
2			--		
3			5		2
4					

Inservice Training

El	Sec	Spec	Spec Ed	Total
100	100	90	100	97
		--		0
		5		2
		--		0
		5		2

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	92	100	95	95
1	--	8		0	2
2	--			0	0
3	--			5	2
4	10				2

Supervisors/Administrators

El	Sec	Spec	Spec Ed	Total
70	83	85	70	77
10	--	5	15	8
10	17	10	10	11
10			0	2
			5	2

SECTION C: Where Were The Proficiencies Developed?

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In Section B, you noted your needs and proficiencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "1" in the box which would denote the area that contributed **most**, "2" in the box which denotes second highest, etc.

Your Ability to:	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec Ed	Total
Omit	90	67	65	65	69
1	10	25	25	25	23
2		8	5	10	7
3			5		2

Pre Student Teaching Field Exp.

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	70	92	95	90	89
1	30	--	--	5	7
2		8	5	0	3
3				5	2

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	92	75	95	87
1	10	8	20	5	11
2			5		2
3					
4					

First Year Experience

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	50	33	45	30	39
1	30	67	40	50	47
2	20		10	15	11
3			0	5	2
4			5		2

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	95	97
1			0	5	2
2			5		2

Inservice Training

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	95	97
1			0	5	2
2			5		2

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	100	100	100	98
1	0				0
2	10				2

Supervisors/Administrators

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	100	90	90	90
1	20		10	0	7
2	--			10	3

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SECTION C: Where Were The Proficiencies Developed?

In Section B you noted your needs and proficiencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "1" in the box which would denote the area that contributed **most**, "2" in the box which denotes second highest, etc.

Your Ability to:	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

6. Diagnose pupil learning difficulties (via testing instruments, observational techniques, etc.).

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	75	95	60	77
1	20	17	0	20	13
2		8	5	15	8
3				0	0
4				5	2
5					

Pre Student Teaching Field Exp.

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	60	92	100	90	89
1	30	8		5	8
2	10			0	2
3				0	0
4				0	0
5				5	2

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	58	65	70	68
1	20	42	30	25	29
2			5	0	2
3				0	0
4				0	0
5				5	2

First Year Experience

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	70	92	55	40	60
1	20	8	40	40	31
2	10		--	20	8
3			5		2

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98
1			--		0
2			5		2
3					

Inservice Training

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	92	95	90	92
1	10	--	5	5	5
2		8		0	2
3				5	2

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	83	80	90	87
1		17	15	0	8
2			5	10	5
3					

Supervisors/Administrators

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	83	100	90	94
1		8		5	3
2		--		0	0
3		8		5	3

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SECTION C: Where Were The Proficiencies Developed?

In Section B you rated your needs and proficiencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "1" in the box which would denote the area that contributed **most**, "2" in the box which denotes second highest, etc.

Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and or Administrators

7. (After diagnosis)...make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	100	85	50	76
1	0		5	15	10
2	20		10	30	13
3				0	0
4				0	0
5				5	2
6					

Pre Student Teaching Field Exp.

El	Sec	Spec	Spec Ed	Total
70	100	100	95	94
30			0	5
			0	0
			0	0
			0	0
			0	0
			5	2

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	50	65	80	69
1	20	42	25	15	24
2		8	10	0	5
3				0	0
4				0	0
5				0	0
7				5	2

First Year Experience

El	Sec	Spec	Spec Ed	Total
80	50	45	25	45
10	42	50	65	47
10	8	5	10	8

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98
1			--		0
2			0		0
3			5		2
4					

Inservice Training

El	Sec	Spec	Spec Ed	Total
90	100	100	95	97
10			0	2
			0	0
			0	0
			5	2

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	83	80	85	84
1	10	8	10	0	7
2		8	10	15	10
3					

Supervisors/Administrators

El	Sec	Spec	Spec Ed	Total
90	92	100	85	92
10	8		0	3
			0	0
			15	5

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SECTION C: Where Were The Proficiencies Developed?

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Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.

Responses in Percents

	Student Teaching					Pre Student Teaching Field Exp.				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	60	67	55	50	57	70	83	90	75	81
1	40	17	25	20	24	20	8	10	15	13
2		8	20	30	18	10	0		0	2
3		8			2		0		10	3
4							0			0
5							8			2

	Other Course Work					First Year Experience				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	83	95	85	90	60	50	30	25	37
1		17	5	5	7	40	50	45	55	48
2				0	0			15	5	7
3				0	0			10	15	8
4				10	3					

	Teaching Exp. After 1st Year					Inservice Training				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98	100	100	100	100	100
1			5		2					

	Other Teachers					Supervisors/Administrators				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	92	95	95	95	90	83	95	90	90
1		8	0	5	2	10	--	--	0	0
2			0		2		8	--	10	5
3			5		2		--	--		2
4							8	5		3

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Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

9. Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.

Responses in Percents

	Student Teaching					Pre Student Teaching Field Exp.				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	60	33	55	45	48	60	100	95	80	86
1	10	67	25	30	32	30		5	15	11
2	20		15	20	15	0			0	0
3	10		5	5	5	10			5	3

	Other Course Work					First Year Experience				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	90	92	70	85	82	50	50	30	30	37
1	10	8	15	10	11	40	17	40	40	36
2			10	0	3	10	33	20	20	21
3			5	0	2			10	10	7
4				0	0					
5				5	2					

	Teaching Exp. After 1st Year					Inservice Training				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98	100	100	85	90	92
1			5		2			5	5	3
2								10	0	3
3									0	0
4									5	2

	Other Teachers					Supervisors/Administrators				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	90	95	80	100	95	95	94
1			0	0	0	10		0	0	2
2			5	5	3	0		0	5	2
3				5	2	10		5		3

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Your Ability to:	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and or Administrators

10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.

Responses in Percents

	Student Teaching					Pre Student Teaching Field Exp.				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	80	75	80	45	68	90	83	100	90	92
1	20	17	10	20	16	10	17		5	7
2		8	10	30	15				0	0
3				5	2				0	0
4									5	2

	Other Course Work					First Year Experience				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	60	67	55	75	65	30	58	55	30	44
1	30	25	45	15	29	40	25	35	55	40
2	10	8		5	5	30	17	10	10	15
3				0	0				5	2
4				0	0					
5				5	2					

	Teaching Exp. After 1st Year					Inservice Training				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98	100	100	100	100	100
1			5		2					

	Other Teachers					Supervisors/Administrators				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	92	100	90	95	100	100	100	95	98
1		8		0	2					0
2				10	3					0
3										0
4										0
5										0
6									5	2

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Your Ability to	AREAS							
	Student Teaching	Pre Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and or Administrators

11. Prepare and develop lesson plans and teaching units.

Responses in Percents

	Student Teaching					Pre Student Teaching Field Exp.				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	70	33	45	40	45	40	92	80	55	68
1	--	58	20	45	32	60	8	10	30	24
2	30	8	35	10	21			5	10	5
3				5	2			5	0	2
4									5	2

	Other Course Work					First Year Experience				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	60	75	30	70	57	70	67	65	75	69
1	30	25	60	20	36	--	--	5	10	5
2	10		10	5	7	10	33	10	5	13
3				0	0	20		15	10	11
4				0	0			5		2
5				5	2					

	Teaching Exp. After 1st Year					Inservice Training				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	100	100	100	100	100	100	100

	Other Teachers					Supervisors/Administrators				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	95	98	90	100	100	95	97
1				0	0	10			0	3
2				5	2				0	0
3									0	0
4									0	0
5									0	0
6									5	2

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SECTION C. Where Were The Proficiencies Developed?

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Your Ability to:	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

12. Prepare teacher made tests and evaluate/report pupil progress.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	70	33	65	60	58
1	10	50	15	25	24
2	20	17	15	5	13
3			5	10	5
4					

Pre Student Teaching Field Exp.

El	Sec	Spec	Spec Ed	Total
80	100	90	80	87
10		5	15	8
10		0	0	2
		0	0	0
		5	5	3

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	40	67	35	55	48
1	50	25	50	25	37
2	--	8	10	15	10
3	10		5	0	3
4				0	0
5				5	2

First Year Experience

El	Sec	Spec	Spec Ed	Total
60	67	55	45	55
30	8	25	30	24
10	17	15	15	15
	8	5	5	5
			5	2

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	100	100
1					
2					
3					

Inservice Training

El	Sec	Spec	Spec Ed	Total
100	100	100	95	98
			0	0
			0	0
			5	2

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	92	100	95	97
1		8		0	2
2				5	2

Supervisors/Administrators

El	Sec	Spec	Spec Ed	Total
100	100	100	100	100

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Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and or Administrators

13. Understand and utilize standardized tests.

Responses in Percents

	Student Teaching					Pre Student Teaching Field Exp.				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	92	95	60	84	80	100	95	90	92
1		8	5	20	8	20		0	5	5
2				15	7			5	0	2
3				5	2				0	0
4									5	2

	Other Course Work					First Year Experience				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	20	25	15	50	29	90	75	80	45	69
1	80	75	80	40	66	--	17	10	30	16
2			5	5	3	10	8	5	20	11
3				0	0			5	5	3
4				0	0					
5				5	2					

	Teaching Exp. After 1st Year					Inservice Training				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	100	100	100	100	100	85	95
1									5	2
2									10	3
3										

	Other Teachers					Supervisors/Administrators				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	92	100	95	97	100	100	100	95	98
1		8		0	2				0	0
2				5	2				0	0
3									5	2
4										

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Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and or Administrators

14. Communicate effectively with parents regarding student progress.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	67	85	75	81
1		17	10	20	13
2		17	5	0	5
3				0	0
4				5	2
5					

Pre Student Teaching Field Exp.

El	Sec	Spec	Spec Ed	Total
100	100	100	95	98
			0	0
			0	0
			0	0
			0	0
			5	2

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	83	85	75	81
1	20	17	5	20	15
2			5	0	2
3			5	0	2
4				0	0
5				0	0
6				5	2

First Year Experience

El	Sec	Spec	Spec Ed	Total
30	33	30	25	29
70	58	60	60	61
	8	10	15	10

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	95	97
1			0	0	0
2			5	5	3

Inservice Training

El	Sec	Spec	Spec Ed	Total
90	100	100	100	98
10				2

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	85	90	92
1			10	0	3
2			0	10	3
3			5		2

Supervisors/Administrators

El	Sec	Spec	Spec Ed	Total
100	92	90	85	90
	8	10	0	5
			5	2
			10	3

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15. Compare, contrast and utilize various educational philosophical viewpoints.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	83	75	90	82
1	10	--	5	0	3
2	--	17	15	10	11
3	10		5		3

Pre Student Teaching Field Exp.

El	Sec	Spec	Spec Ed	Total
100	75	90	95	90
--	17	--	5	5
	8	10		5

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	30	58	20	30	32
1	60	42	75	65	63
2	10		5	0	3
3				0	0
4				5	2

First Year Experience

El	Sec	Spec	Spec Ed	Total
60	83	70	75	73
10	17	15	20	16
30		--	0	5
		10	5	5
		5		2

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	100	100
1					

Inservice Training

El	Sec	Spec	Spec Ed	Total
100	92	100	95	97
	8		5	3

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	92	90	90	89
1	10	8	0	5	5
2	0		0	5	2
3	0		0		0
4	10		10		5
5					

Supervisors/Administrators

El	Sec	Spec	Spec Ed	Total
80	100	95	95	94
10		0	0	2
0		0	0	0
0		0	5	2
0		0		0
10		5		3

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Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

16. Encourage and facilitate the development of children's social skills and enhanced self-concepts.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	58	60	55	61
1	20	8	30	15	19
2		33	5	30	18
3			0		0
4			5		2

Pre Student Teaching Field Exp.

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	70	92	100	90	90
1	20	0		5	5
2	10	0		0	2
3		0		5	2
4		8			2

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	70	58	75	80	73
1	20	33	15	10	18
2	10	0	5	5	5
3		8	5	0	3
4				5	2

First Year Experience

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	60	42	35	25	37
1	30	50	40	65	48
2	10	0	25	5	11
3		8		5	3

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98
1			5		2
2					

Inservice Training

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	90	95	95
1			5	5	3
2			5		2

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	92	100	95	95
1	10	8		0	3
2				5	2

Supervisors/Administrators

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	100	100

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Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

17. Apply the major principles of school law to areas such as due process, contracts, teaching liability, corporal punishment, etc.

Responses in Percents

	Student Teaching					Pre Student Teaching Field Exp.				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	83	80	85	86	100	100	90	85	92
1		8	5	0	3			5	5	3
2		8	5	10	7			5	5	3
3			10	0	3				0	0
4				5	2				0	0
5									5	2

	Other Course Work					First Year Experience				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	20	33	50	60	45	80	83	60	45	63
1	80	67	40	35	50	20	8	20	50	27
2			5	0	2		8	15	0	7
3			5	0	2			0	5	2
4				0	0			5		2
5				0	0					
6				5	2					

	Teaching Exp. After 1st Year					Inservice Training				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98	100	100	95	100	98
1			0		0			0		0
2			5		2			5		2

	Other Teachers					Supervisors/Administrators				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	85	85	90	100	75	85	85	86
1			15	10	8		17	10	0	7
2				0	0		8	5	15	8
3				5	2					

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Your Ability to:	AREAS							
	Student Teaching	Pre Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and or Administrators

18. Adequately challenge your gifted/talented students.

Responses in Percents

Student Teaching

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	83	95	80	87
1	10	17	0	15	10
2			5	5	3
3					

Pre Student Teaching Field Exp.

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	75	100	90	90
1	10	17		10	8
2		0			0
3		8			2

Other Course Work

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	75	70	60	69
1	20	17	30	35	27
2		0		5	2
3		8			2

First Year Experience

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	50	67	35	90	61
1	40	25	50	5	29
2	10	8	15	0	8
3				5	2

Teaching Exp. After 1st Year

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	100	95	100	98
1			5		2

Inservice Training

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	90	83	100	100	95
1	10	17			5

Other Teachers

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	80	83	85	100	89
1	10	8	10		7
2	10	8	5		5

Supervisors/Administrators

Ranks	El	Sec	Spec	Spec Ed	Total
Omit	100	92	100	100	98
1		0			0
2		8			2

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Your Ability to	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators

19. Adequately guide handicapped pupils who have been or may be "mainstreamed" into your classroom.

Responses in Percents

	Student Teaching					Pre Student Teaching Field Exp.				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	80	92	95	75	86	90	92	95	90	92
1	20	8	5	20	13	10	8	5	10	8
2				5	2					

	Other Course Work					First Year Experience				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	80	75	65	75	73	50	50	35	70	52
1	10	17	30	15	19	50	50	50	25	42
2	10	8	5	10	8			10	5	5
3								5		2

	Teaching Exp. After 1st Year					Inservice Training				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	100	100	100	100	100	90	92	100	100	97
1						10	8			3

	Other Teachers					Supervisors/Administrators				
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit	90	100	90	95	94	100	83	95	100	95
1	--		5	0	2		8	0		2
2	10		5	0	3		8	5		3
3				5	2					

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SECTION D Please check the one answer you consider most appropriate. (4 _ _ _ _)

1 The **number** of courses or credits required for my major (e.g. English courses for English majors, Math courses for Math majors, etc.) was

(6) _____ (1) too large or too many
_____ (2) too small or too few
_____ (3) about right

	1		2		3	
	f	%	f	%	f	%
Elementary	0	0	2	20	8	80
Secondary	0	0	3	25	9	75
Specialized	1	5	3	15	15	75
Special Ed.	-	-	6	30	14	70
Total	1	2	14	23	46	74

2 The content of my major was

(7) _____ (1) well adapted to the needs of teachers
_____ (2) only moderately relevant to the needs of teachers
_____ (3) largely irrelevant to the needs of teachers

	1		2		3	
	f	%	f	%	f	%
Elementary	5	50	4	40	1	10
Secondary	3	25	6	50	3	25
Specialized	10	50	9	45	-	--
Special Ed.	13	65	7	35	-	--
Total	31	50	26	42	4	7

3 The content of my major was

(8) _____ (1) too broad and general for the needs of teachers
_____ (2) too narrow and specialized for the needs of teachers
_____ (3) well balanced to provide both breadth and depth

	1		2		3	
	f	%	f	%	f	%
Elementary	3	30	1	10	6	60
Secondary	3	25	6	50	3	25
Specialized	6	30	3	15	10	50
Special Ed.	3	15	4	20	11	55
Total	15	24	14	23	30	48

4 Courses in my major were taught in a way that

(9) _____ (1) related the content to the needs of teachers in **most** instances
_____ (2) related the content to the needs of teachers in **some** instances
_____ (3) had no observable relationship to the needs of teachers

	1		2		3	
	f	%	f	%	f	%
Elementary	4	40	6	60	0	0
Secondary	3	25	7	58	2	17
Specialized	8	40	11	55	-	--
Special Ed.	11	55	9	45	-	--
Total	26	42	33	53	2	3

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5 The number of credits or courses required in the professional component (commonly called "the education courses") of the program was

(10) _____ (1) too large or too many
_____ (2) too small or too few
_____ (3) about right

	1		2		3	
	f	%	f	%	f	%
Elementary	1	10	2	20	7	70
Secondary	3	25	2	17	7	58
Specialized	5	25	7	35	7	35
Special Ed.	1	5	5	25	14	70
Total	10	16	16	26	35	57

6 The content and experiences making up the professional component

(11) _____ (1) were generally well suited to preparation of a teacher
_____ (2) were somewhat suited to preparation of a teacher
_____ (3) made little real contribution to preparation of a teacher

	1		2		3	
	f	%	f	%	f	%
Elementary	4	40	6	60	0	0
Secondary	6	50	5	42	1	8
Specialized	6	30	10	50	3	15
Special Ed.	12	60	7	35	1	5
Total	28	45	28	45	5	8

7 The general group requirements (Group 1 — Composition, Literature, Speech; Group 2 — Science and Math; Group 3 — Social Science; and Group 4 — Fine and Applied Arts)

(12) _____ (1) provided for acquisition of a breadth of knowledge needed by "educated" people
_____ (2) was somewhat valuable
_____ (3) was generally a waste of time

	1		2		3	
	f	%	f	%	f	%
Elementary	3	30	6	60	1	10
Secondary	6	50	4	33	2	17
Specialized	9	45	9	45	1	5
Special Ed.	8	40	11	55	1	5
Total	26	42	30	48	5	8

8 The general group requirements

(13) _____ (1) provided a good background for teachers
_____ (2) was somewhat significant for prospective teachers
_____ (3) was generally of little significance for prospective teachers

	1		2		3	
	f	%	f	%	f	%
Elementary	3	30	5	50	2	20
Secondary	7	58	3	25	2	17
Specialized	10	50	8	40	1	5
Special Ed.	7	35	11	55	2	10
Total	27	44	27	44	7	11

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9 Bowling Green State University gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment possibilities, working conditions, expectations, salaries, etc.

	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
(14)	[ ]	[ ]	[ ]	[ ]	[ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	0	0	4	40	3	30	3	30	0	0
Secondary	1	8	5	42	1	8	5	42	0	0
Specialized	2	10	5	25	1	5	8	40	3	15
Special Ed.	1	5	8	40	2	10	8	40	1	5
Total	4	7	22	36	7	11	24	39	4	7

10 Please provide a rating of the value of each of the following seven areas in your preparation to become a teacher.

	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	0 Not Required in My Program

1 Educational Psychology (Educ. 302)

	5		4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	1	10	4	40	3	30	1	10	-	-	1	10
Secondary	3	25	6	50	1	8	2	17	-	-	-	-
Specialized	4	20	3	15	7	35	3	15	1	5	2	10
Special Ed.	3	15	9	45	5	25	1	5	1	5	1	5
Total	11	18	22	36	16	26	7	11	2	3	4	7

2 Methods course (or methods sequence if elementary or special education major)

	5		4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	5	50	3	30	2	20	-	-	-	-	-	-
Secondary	3	25	3	25	6	50	-	-	-	-	-	-
Specialized	7	35	8	40	4	20	-	-	-	-	1	5
Special Ed.	7	35	7	35	3	15	2	10	-	-	1	5
Total	22	36	21	34	15	24	2	3	0	0	2	3

3 Tests and Measurements (Most recent title Assessment and Evaluation in Education) (Educ. 402)

	5		4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	4	40	2	20	3	30	-	-	-	-	1	10
Secondary	2	17	5	42	3	25	1	8	1	8	-	-
Specialized	4	20	4	20	6	30	4	20	1	5	1	5
Special Ed.	3	15	6	30	6	30	3	15	2	10	-	-
Total	13	21	17	27	18	29	8	13	4	7	2	3

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4 Philosophy of Education (Most recent title Education in a Pluralistic Society) (Educ 408) [ ] [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	-	-	-	-	5	50	3	30	1	10	1	10
Secondary	4	33	4	33	1	8	1	8	2	17	-	-
Specialized	2	10	3	15	5	25	3	15	5	25	2	10
Special Ed.	2	10	2	10	7	35	5	25	4	20	-	-
Total	8	13	9	15	18	29	12	19	12	19	3	5

5 American School System (Most recent title Organization and Administration of Education in American Society) (Educ 409) [ ] [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	3	30	2	20	1	10	2	20	-	-	2	20
Secondary	5	42	4	33	2	17	1	8	-	-	-	-
Specialized	2	10	9	45	5	25	-	-	2	10	2	10
Special Ed.	2	10	4	20	10	50	2	10	2	10	-	-
Total	12	19	19	31	18	29	5	8	4	7	4	7

6 Student Teaching [ ] [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	8	80	2	20	-	-	-	-	-	-	-	-
Secondary	10	83	2	17	-	-	-	-	-	-	-	-
Specialized	13	65	3	15	2	10	1	5	-	-	1	5
Special Ed.	15	75	5	25	-	-	-	-	-	-	-	-
Total	46	74	12	19	2	3	1	2	0	0	1	2

7 Student Teaching Seminars [ ] [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1		0	
	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	-	-	5	50	3	30	2	20	-	-	-	-
Secondary	2	17	1	8	5	42	3	25	1	8	-	-
Specialized	3	15	4	20	7	35	4	20	1	5	1	5
Special Ed.	3	15	6	30	9	45	1	5	1	5	-	-
Total	8	13	16	26	24	39	10	16	3	5	1	2

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SECTION E: Off-Campus Field Experiences

Without a doubt you had several experiences in public elementary and secondary schools while a student at Bowling Green State University. The following questions relate to these off-campus experiences.

1. How do you feel about the adequacy of the **University** supervision when you were doing:

A. Student Teaching

5 **Excellent** [ ] 4 **Good** [ ] 3 **Average** [ ] 2 **Bel. Average** [ ] 1 **Poor** [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	2	20	3	30	3	30	1	10	-	-
Secondary	4	33	6	50	-	-	2	17	-	-
Specialized	4	20	5	25	4	20	4	20	1	5
Special Ed.	7	35	8	40	4	20	1	5	-	-
Total	17	27	22	36	11	18	8	13	1	1

B. Other field experiences in the schools, such as Merge, MEP, Methods Observations, etc.? [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	4	40	4	40	1	10	1	10	-	-
Secondary	5	42	3	25	3	25	-	-	-	-
Specialized	1	5	12	60	1	5	3	15	-	-
Special Ed.	9	45	9	45	1	5	1	5	-	-
Total	19	31	28	45	6	10	5	8	0	0

2. The above question dealt with university supervision. In the same frame of reference, how do you feel about the adequacy of the supervision given you by the classroom teacher(s) during:

A. Student Teaching [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	6	60	3	30	1	10	-	-	-	-
Secondary	11	92	-	-	1	8	-	-	-	-
Specialized	11	55	6	30	-	-	-	-	1	5
Special Ed.	11	55	5	25	2	10	1	5	-	-
Total	39	63	14	23	4	7	0	0	2	3

B. Other field experiences in the schools, such as Merge, MEP, Methods Observations, etc.? [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	4	40	2	20	2	20	2	20	-	-
Secondary	4	33	4	33	3	25	-	-	-	-
Specialized	2	10	10	50	4	20	1	5	-	-
Special Ed.	8	40	10	50	2	10	-	-	-	-
Total	18	29	26	42	11	18	3	5	0	0

B. I consider these experiences to have been:

5	4	3	2	1
Highly Valuable	Valuable	Average or So-So	Of Little Value	Of No Value
[ ]	[ ]	[ ]	[ ]	[ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	5	50	3	30	-	-	-	-	-	-
Secondary	5	42	1	8	1	8	-	-	-	-
Specialized	3	15	3	15	3	15	-	-	-	-
Special Ed.	11	55	6	30	1	5	-	-	-	-
Total	24	39	13	21	4	7	0	0	1	2

C. Approximately how many academic quarters were you involved in one or more of these experiences? (Do not count the student teaching quarter)

_____ quarters

	0		1		2		3		4		5		6	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Elementary	2	20	3	30	3	30	1	10	-	-	-	-	1	10
Secondary	4	33	2	17	2	17	3	25	-	-	1	8	-	-
Specialized	12	60	3	15	2	10	1	5	2	10	-	-	-	-
Special Ed.	2	10	5	25	3	15	4	20	3	15	3	15	-	-
Total	20	32	13	21	10	16	9	15	5	8	4	7	1	2

SECTION F: Academic and Career Advising at BGSU

	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative
How do you feel about the quality of advising from your major area, such as the English, Math, Elementary Education areas?	[ ]	[ ]	[ ]	[ ]	[ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	2	20	4	40	4	40	-	-	-	-
Secondary	2	17	5	42	2	17	2	17	1	8
Specialized	4	20	5	25	7	35	3	15	-	-
Special Ed.	2	10	5	25	10	50	3	15	-	-
Total	10	16	19	31	23	37	8	13	1	2

Advice and guidance from the Program Advisement Center located on the 3rd floor of the Education Building? [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	2	20	5	50	3	30	-	-	-	-
Secondary	-	-	8	67	3	25	1	8	-	-
Specialized	1	5	9	45	7	35	2	10	-	-
Special Ed.	3	15	6	30	8	40	2	10	1	5
Total	6	10	28	45	21	34	5	8	1	2

Advice from individual professors you might have sought out? [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	3	30	6	60	1	10	-	-	-	-
Secondary	5	42	5	42	2	17	-	-	-	-
Specialized	8	40	9	45	2	10	-	-	-	-
Special Ed.	4	20	10	50	4	20	1	5	-	-
Total	20	32	30	48	9	15	1	2	0	0

How do you feel in a general sense about the quality of overall **academic** advising services that were available to you throughout your years at the University? [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	3	30	5	50	2	20	-	-	-	-
Secondary	2	17	5	42	4	33	-	-	1	8
Specialized	3	15	7	35	7	35	2	10	-	-
Special Ed.	1	5	9	45	7	35	2	10	1	5
Total	9	15	26	42	20	32	4	7	2	3

5. How do you feel in a general sense about the quality of overall **career** advising services that were available to you? [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	1	10	5	50	4	40	-	-	-	-
Secondary	4	33	4	33	4	33	-	-	-	-
Specialized	3	15	7	35	7	35	1	5	1	5
Special Ed.	5	25	6	30	6	30	1	5	2	10
Total	13	21	22	36	21	34	2	3	3	5

6. Please rate the services of the Career and Placement Center in helping you find a teaching position. [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	2	20	4	40	1	10	2	20	-	-
Secondary	6	50	3	25	1	8	1	8	-	-
Specialized	7	35	5	25	4	20	2	10	1	5
Special Ed.	9	45	6	30	3	15	1	5	-	-
Total	24	39	18	29	9	15	6	10	1	2

ECTION G: Instructional Materials at BGSU

1. Please rate the materials and services of the **Instructional Media Center** (located in the Education Building)

[ ] I did not use the center, therefore I cannot rate their service.

(Note: The percents presented in Tables G1A to Fare based on Total N's--not on N who used--interested reader may want to compute more appropriate percents.)

	Blank Response (Used)		Response (Did Not Use)	
	f	%	f	%
Elementary	10	100	-	-
Secondary	8	67	4	33
Specialized	14	70	6	30
Special Ed.	18	90	20	10
Total	49	79	12	19

	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative
A. Hours of accessibility	[ ]	[ ]	[ ]	[ ]	[ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	-	-	5	50	3	30	1	10	-	-
Secondary	-	-	6	50	2	17	-	-	-	-
Specialized	-	-	7	35	5	25	1	5	-	-
Special Ed.	-	-	10	50	7	35	1	5	-	-
Total	0	0	28	45	17	27	3	5	0	0

B. Workshop facilities where you could prepare new instructional materials or copy existing materials [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	2	20	4	40	4	40	-	-	-	-
Secondary	3	25	4	33	-	-	1	8	-	-
Specialized	1	5	8	40	4	20	-	-	-	-
Special Ed.	2	10	10	50	4	20	1	5	-	-
Total	8	13	26	42	12	19	2	3	-	-

C Availability of materials [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	3	30	3	30	4	40	-	-	-	-
Secondary	2	7	5	42	1	8	-	-	-	-
Specialized	1	5	7	35	4	20	-	-	-	-
Special Ed.	2	10	10	50	6	30	-	-	-	-
Total	8	13	25	40	15	24	-	-	-	-

D Usage regulations [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	5	50	2	20	3	30	-	-	-	-
Secondary	1	8	4	33	2	17	1	8	-	-
Specialized	2	10	7	35	3	15	1	5	-	-
Special Ed.	2	10	10	50	6	30	-	-	-	-
Total	10	16	23	37	14	23	2	3	-	-

E Helpfulness of staff [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	3	30	5	50	1	10	1	10	-	-
Secondary	4	33	3	25	1	8	-	-	-	-
Specialized	1	5	5	25	5	25	2	10	-	-
Special Ed.	1	5	10	50	4	20	3	15	-	-
Total	9	15	23	37	11	18	6	10	-	-

F Relation to coursework [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	5	50	4	40	1	10	-	-	-	-
Secondary	3	25	4	33	1	8	-	-	-	-
Specialized	2	10	8	40	2	10	1	5	-	-
Special Ed.	4	20	10	50	2	10	1	5	-	-
Total	14	23	26	42	6	10	2	3	-	-

2. Please rate the materials and services of the **Curriculum Library** (located in the Library)

[ ] I did not use the Curriculum Library, therefore I cannot rate their services

(Note: Percents presented in Tables G2A to I are based on total N's--not on N who used the facilities--interested reader may desire to compute more appropriate percents.)

	Blank Response (Used)		Response (Did Not Use)	
	f	%	f	%
Elementary	10	100	-	-
Secondary	10	83	2	17
Specialized	14	70	6	30
Special Ed.	19	95	1	5
Total	53	86	9	15

A Hours of accessibility [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	4	40	4	40	2	20	-	-	-	-
Secondary	1	8	4	33	5	42	-	-	-	-
Specialized	4	20	7	35	2	10	-	-	-	-
Special Ed.	5	25	10	50	4	20	-	-	-	-
Total	14	23	25	40	13	21	-	-	-	-

B Workshop facilities where you could prepare new instructional materials or copy existing materials [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	1	10	4	40	4	40	1	10	-	-
Secondary	1	8	4	33	4	33	1	8	-	-
Specialized	3	15	7	35	2	10	1	5	-	-
Special Ed.	3	15	9	45	4	20	2	10	-	-
Total	8	13	24	39	14	23	5	8	-	-

C Various media, such as maps, globes, charts, pictures, films, video, audio tapes, recordings, etc. [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	4	40	3	30	3	30	-	-	-	-
Secondary	1	8	4	33	5	42	-	-	-	-
Specialized	2	10	6	30	4	20	-	-	-	-
Special Ed.	8	40	10	50	1	5	-	-	-	-
Total	15	24	23	37	13	21	-	-	-	-

D Examples of courses of study and teaching units [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	2	20	6	60	1	10	-	-	-	-
Secondary	1	8	5	42	3	25	-	-	-	-
Specialized	3	15	8	40	1	5	1	5	-	-
Special Ed.	4	20	11	55	3	15	1	5	-	-
Total	10	16	30	48	8	13	2	3	-	-

E Examples of books commonly used in the elementary and secondary schools [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	5	50	4	40	-	-	-	-	-	-
Secondary	1	8	7	58	2	17	-	-	-	-
Specialized	5	25	6	30	-	-	1	5	1	5
Special Ed.	10	50	7	35	2	10	-	-	-	-
Total	21	34	24	39	4	7	1	2	1	2

F Availability of materials [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	3	30	6	60	1	10	-	-	-	-
Secondary	3	25	6	50	1	8	-	-	-	-
Specialized	4	20	5	25	3	15	1	5	-	-
Special Ed.	10	50	7	35	2	10	-	-	-	-
Total	20	32	24	39	7	11	1	2	-	-

G Usage regulations [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	2	20	7	70	1	10	-	-	-	-
Secondary	2	17	7	58	1	8	-	-	-	-
Specialized	3	15	9	45	-	-	1	5	-	-
Special Ed.	2	10	11	55	6	30	-	-	-	-
Total	9	15	34	55	8	13	1	2	-	-

H Helpfulness of staff [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	5	50	4	40	1	10	-	-	-	-
Secondary	6	50	1	8	3	25	-	-	-	-
Specialized	3	15	8	40	2	10	-	-	-	-
Special Ed.	8	40	9	45	2	10	-	-	-	-
Total	22	36	22	35	8	13	-	-	-	-

I Relation to course work [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	3	30	6	60	-	-	-	-	-	-
Secondary	4	33	5	42	1	8	-	-	-	-
Specialized	5	25	6	30	-	-	2	10	-	-
Special Ed.	10	50	6	30	2	10	-	-	1	5
Total	22	36	23	37	3	5	2	3	1	2

3 Please rate the materials and services of the **Clinical Lab** (located on the second floor of the Education Building and established during the 1978-79 academic year)

[ ] I did not use the Clinical Lab

(Note: Percents presented in Tables G3A to E are based on total N's--not on usage N. Interested reader may desire to compute more appropriate percents.)

	Blank Response (Used)		Response (Did Not Use)	
	f	%	f	%
Elementary	2	20	8	80
Secondary	2	17	10	83
Specialized	3	15	17	85
Special Ed.	4	20	16	80
Total	11	18	51	83

A Hours of accessibility [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	-	-	1	10	1	10	-	-	-	-
Secondary	-	-	1	8	1	8	-	-	-	-
Specialized	-	-	2	10	-	-	-	-	-	-
Special Ed.	-	-	1	5	2	10	-	-	-	-
Total			5	8	4	7				

B Various media and materials [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	-	-	2	20	-	-	-	-	-	-
Secondary	1	8	-	-	1	8	-	-	-	-
Specialized	-	-	2	10	-	-	-	-	-	-
Special Ed.	-	-	3	15	-	-	-	-	-	-
Total	1	2	7	11	1	2	-	-	-	-

C Helpfulness of staff [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	-	-	2	20	-	-	-	-	-	-
Secondary	1	8	0	0	0	0	1	8	0	0
Specialized	-	-	2	10	-	-	-	-	-	-
Special Ed.	-	-	1	5	1	5	1	5	-	-
Total	1	2	5	8	1	2	2	3	-	-

D Availability of materials [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	-	-	2	20	-	-	-	-	-	-
Secondary	0	0	1	8	0	0	1	8	0	0
Specialized	-	-	2	10	-	-	-	-	-	-
Special Ed.	-	-	2	10	1	5	-	-	-	-
Total	-	-	7	11	1	2	1	2	-	-

E Relation to course work

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	-	-	2	20	-	-	-	-	-	-
Secondary	1	8	0	0	1	8	-	-	-	-
Specialized	-	-	2	10	-	-	-	-	-	-
Special Ed.	1	5	2	10	-	-	-	-	-	-
Total	2	3	6	10	1	2	-	-	-	-

SECTION H. Your General Reactions

	5 Strongly Agree	4 Agree	3 No Comment	2 Disagree	1 Strongly Disagree

A. Your Attitudes

1. I love to teach. [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	5	50	4	40	1	10	-	-	-	-
Secondary	5	42	5	42	2	17	-	-	-	-
Specialized	9	45	8	40	1	5	1	5	-	-
Special Ed.	13	65	7	35	-	-	-	-	-	-
Total	32	52	24	39	4	7	1	2		

2. If I could plan my career again, I would choose teaching. [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	6	60	3	30	1	10	-	-	-	-
Secondary	2	17	8	67	1	8	1	8	-	-
Specialized	9	45	4	20	2	10	2	10	1	5
Special Ed.	10	50	8	40	-	-	2	10	-	-
Total	27	44	23	37	4	7	5	8	1	2

3. I feel successful and competent in my present position. [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	5	50	4	40	1	10	-	-	-	-
Secondary	3	25	8	67	-	-	1	8	-	-
Specialized	11	55	7	35	1	5	-	-	-	-
Special Ed.	10	50	9	45	1	5	-	-	-	-
Total	29	47	28	45	3	5	1	2	-	-

4. I really enjoy working with my students [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	7	70	3	30	-	-	-	-	-	-
Secondary	7	58	5	42	-	-	-	-	-	-
Specialized	12	60	6	30	1	5	-	-	-	-
Special Ed.	14	70	6	30	-	-	-	-	-	-
Total	40	65	20	32	1	2				

5. If I could earn as much money in another occupation, I would still continue to teach. [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	6	60	4	40	-	-	-	-	-	-
Secondary	4	33	7	58	1	8	-	-	-	-
Specialized	8	40	5	25	4	20	2	10	-	-
Special Ed.	14	70	5	25	1	5	-	-	-	-
Total	32	52	21	34	6	10	2	3		

B. Summary

1. I was adequately prepared by BGSU as an entry level teacher. [ ] [ ] [ ] [ ] [ ]

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	2	20	7	70	1	10	-	-	-	-
Secondary	2	17	7	58	2	17	1	8	-	-
Specialized	7	35	11	55	-	-	-	-	-	-
Special Ed.	7	35	12	60	1	5	-	-	-	-
Total	18	29	37	60	4	7	1	2		